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National Kindergarten and Elementary College Catalog, 1917-1918

National Kindergarten and Elementary College

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National Kindergarten & Elementary College

Established in 1886 as Chicago Kindergarten College
(INCORPORATED)

Chicago, Illinois



Catalog
1917-1918

"And Jesus called a little child unto Him, and set him in the midst of them."

"From the first years the plays of children ought to be subject to laws; for if these plays and those who take part in them are arbitrary and lawless, how can children ever become virtuous men abiding by and obedient to law?"

—Plato.

"Education is the renunciation of the freedom of the moment for the freedom of eternity."

—William T. Harris.

"The school to Froebel was a place where the child should learn the important things of life, the essentials of truth, justice, free personality, responsibility, initiative, causal relationships, and the like; not by learning them but by living them out."

—Paul Monroe.

"The child must be educated for leadership as well as for obedience."

—John Dewey.

"Where anything is growing, one former is worth a thousand re-formers."

—Horace Mann.

"Education is the human analogue of creation. Its beginning is the unfolding of something which already exists. But its aim, its motive, its triumphant result, is the production of something which did not exist before."

—Henry Van Dyke.

"Upon the infinite worth of the Person all education, all advancement of civilized society, the whole institutional world repose. Now the Person is essentially self-unfolding, or rather is the unfolding of Self; it has an order, and hence there is a science of it which is this order duly formulated."

—Denton J. Snider.

National Kindergarten & Elementary College

.....
Incorporated

Established in 1886 as
Chicago Kindergarten College

1917-1918

THIRTY-SECOND YEAR
CHICAGO, ILLINOIS

National Kindergarten College

Calendar of 1917-1918

1917		
September	11	TuesdayRegistration
September	12	WednesdayOpening Lecture
September	13	ThursdayClass Work Begins
November	29	Thursday, to December 2, Sunday, inclusive.....Thanksgiving Recess
December	22	Saturday, to January 6, Sunday, inclusive.....Christmas Recess

1918		
January	7	Monday.....Class Work Resumed
January	25	FridaySpecial Examinations
January	28	Monday.....Second Semester Begins
February	22	FridayWashington's Birthday Recess
March	23	Saturday, to March 31, Sunday, inclusive.....Easter Recess
May	30	Thursday.....Memorial Day Recess
June	3	MondaySpecial Examinations
June	6	Thursday...Thirty-second Annual Commencement
June	17	Monday, to June 18, TuesdaySummer Session Registration
June	19	Wednesday.....Class Work Begins
August	9	Friday.....Summer Session Closes

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Historical Sketch

In the year 1886 Mrs. John N. Crouse and Miss Elizabeth Harrison established the National Kindergarten and Elementary College as the Chicago Kindergarten College, the first location being in the Art Institute building on Michigan Avenue and Van Buren street. The College was removed in 1893 to larger quarters at 10 East Van Buren Street, where it remained until the summer of 1906 when more ample accommodations were taken at 1200 Michigan Boulevard.

In February, 1912, the College was affiliated with the National Kindergarten Association, and in April, 1912, it was incorporated under the name of National Kindergarten College. The affiliation provides that the College is to have freedom in the directing of its own curriculum of studies and its educational policies.

In the year 1913 the growing needs of the institution led to the selection of the present location at 2944 Michigan Boulevard. In January, 1916, the College purchased as a permanent home this property, which has one hundred seventy feet frontage on Michigan Boulevard and includes three brick buildings, used for classroom and dormitory purposes.

In order to carry forward the ideal of education first advanced by the Kindergarten, a two-year elementary course was organized in September, 1916. In July, 1917, the corporate name of the institution was changed to National Kindergarten and Elementary College.

Board of Trustees of The National Kindergarten & Elementary College

Headquarters, 2944 Michigan Boulevard
CHICAGO, ILLINOIS

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ELIZABETH HARRISON, *Vice-President*
BRUCE D. SMITH, *Treasurer*
NEWTON H. CARPENTER, *Secretary*
WILLIAM W. GURLEY, *Counsel*
ALEXANDER FRIEND
MRS. CHARLES CARY RUMSEY
DR. GEORGE W. WEBSTER
EDNA DEAN BAKER

Board of Directors of The National Kindergarten Association

Headquarters, 250 Madison Avenue
NEW YORK CITY

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MRS. HENRY PHIPPS, *First Vice-President*
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DR. H. H. HOWE	HENRY S. VAN DUZER
MRS. HELEN HARTLEY JENKINS	MRS. JOHN J. WATSON, JR.
DR. J. CLARENCE JONES	MISS ELIZABETH R. WELLINGTON
MISS BESSIE LOCKE	HON. HENRY A. WISE

Administrative Department

ELIZABETH HARRISON, President
EDNA DEAN BAKER, Assistant to the President
MRS. LILLIAN GRAY JARVIE, Secretary
MABEL KEARNS, Registrar

Teachers' Department

Elizabeth Harrison.....Sociology, Principles of Education
Edna Dean Baker.....Methods and Curricula
Sarah Meseroll.....Supervisor of Practice Schools
Belle Woodson.....Psychology, Literature, Architecture
Jessie Davis.....Psychology, Handwork, Nature Study
Georgia McClellan.....Gift and other Play Materials
Anne Goodwin Williams. Mother Play, Child Study, Froebelian Literature
Grace Hemingway.....Children's Literature, The Art of Story-telling, English Form and Diction
Margaret Farrar.....Theory and Practice of Games
Francis Marion Arnold.....Interpretation of Music, Interpretation of Art, Instrumental Music
Dr. Louis C. Monin.....History of Education, Comparative Psychology
Dean of the Faculty, Armour Institute of Technology.
Edith McLaughlin.....Theory and Methods of Primary Education
Critic Teacher, Parker Practice of the Chicago Normal.
Dr. Clara Schmidt.....Physiological Psychology
Child Study Department of the Chicago Schools.
Caroline Hedger, M. D.....Hygiene, Eugenics, Examining Physician
Etta M. Mount.....Physical Expression, Folk Dancing
Joint Director, Columbia Normal School of Physical Education.
Mrs. Philemon B. Kohlfaat.....Theory of Music, Children's Songs, Chorus Singing
Walter Raleigh Miller.....Gardening
Francis W. Parker School, Chicago.
M. Alice Murray.....Field Science
Chicago Latin School.
C. Louise Schaffner.....Principles of Design
Director, Fullerton School of Art, Chicago.
Maude Knowlton.....Domestic Science
School of Domestic Arts and Science, Chicago.
Christine Heinig.....
Frances McElroy.....
Mabel Kearns.....
Mathilda Mottz.....
} Normal Instructors in Handwork,
Games, Gift, Mother Play, Psy-
chology.

Special Lecturers 1917-1918

Dr. Frank W. Gunsaulus
President, Armour Institute of Technology.
Dr. Samuel A. B. Mercer (The Baccalaureate)
Western Theological Seminary.
Rev. George Craig Stewart
St. Luke's Parish, Evanston.

Hon. Frank P. Sadler
Former Judge of the Municipal Court, Chicago.

Mr. J. R. Richards
Supt. Playgrounds and Sports, South Park Commission, Chicago.

Miss Caroline Crawford
Teachers' College, Columbia University.

Mr. Calvin Cady
Teachers' College, Columbia University.

Special Lecturers for 1917-1918 to be announced

MOTHERS' DEPARTMENT

Elizabeth Harrison.....Mother Play
Anne Goodwin Williams.....Stories, Games
Jessie Davis.....Handwork
Caroline Hedger, M. D.....Physical Care of the Child

BOARDING DEPARTMENT

Martha MacRoy.....Dean of the Halls
Helen B. Hill.....House Mother, Elizabeth House

General Information

LOCATION OF COLLEGE AND DORMITORIES

The College and its Dormitories are located at 2944 Michigan Boulevard, easily accessible to three lines of surface cars and to the South Side Elevated Road, which transfers to the north and west sides of the city. The College grounds are unusually large and well planted with trees and shrubs, affording excellent opportunity for out-of-door gardening and student recreations.

The College Building on the west side of the grounds is a two-story brick structure which includes a large assembly hall, library, class rooms, reception, rest and locker rooms and a well equipped domestic science department, where day students may prepare their luncheons. The windows of all the rooms open on the lawn and afford charming views.

The Dormitories occupy the three brick houses to the east of the College Building. The dining room is in Marienthal, the central dormitory.

PURPOSE OF THE COLLEGE

The College was established to prepare women to rightly understand and properly train little children. Correctly interpreted, this vocation demands of woman the highest endeavor, as well as the most complete command of her innate powers and resources. With this view of the greatness of the work the founders of the College sought to have it stand not only for thorough technical training in methods of teaching little children but for that broader cultural education which alone can make woman a truly efficient member of the home and of society.

In this purpose the College has been aided greatly by the unparalleled opportunities for general culture which Chicago affords with its great art galleries, symphony orchestra, grand opera company, high class dramatic entertainments, talented pulpit orators and earnest speakers on every phase of economic and social progress. All students are urged to take advantage of these opportunities whenever they do not conflict with their regular College duties. Parties of students, properly chaperoned, are formed often for various lectures and entertainments and also for excursions to the Art Institute, the Field Museum, the Academy of Science, Hull House, the Gary School System and other interesting educational, business or social centers. Lecturers also from these various fields of activity enrich the course of sociological studies.

COURSES OF STUDY

Kindergarten

Undergraduate Course: For women who wish to become successful teachers of little children by studying the theories of modern education, the fundamental instincts of children and the tools and activities of the kindergarten. Two years of study, including forty-eight weeks of morning observation and practice teaching, are required to complete this course and merit the Director's Diploma. A four-year high school education or its equivalent is necessary for entrance.

Graduate Courses: First, Assistant Training Teacher's Course: For kindergartners who wish to add to their proficiency by specializing for positions in social service, as primary teachers, special story-tellers, or assistants in training classes. Opportunity is afforded those students specializing in social service to live in a social settlement during this year of training. Arrangements are made for students especially interested in primary work to assist in the primary grade. Students who desire added power in story-telling conduct story hours for children in schools, churches or settlements, while all students in this course act as cadet assistants to groups of Freshmen in games, gift, occupation and mother play. One year is required to complete this course and to receive the Assistant Training Teacher's Diploma. A four-year high school education or its equivalent and two years of satisfactory kindergarten training are necessary for entrance.

Graduate Courses: Second, Training Teacher's and Supervisor's Course: For all well trained kindergartners who have proved their efficiency as kindergarten directors and who possess the elements of leadership for the more advanced work of supervisors and training teachers. Provision is made for the comparative study of methods, and students are sent to see the most approved teaching that Chicago affords. Advanced work is offered in the lines of study which best fit the student for training work, also practice in giving of such work to adult pupils under the direction of a critic teacher. A thesis on some chosen topic requiring personal investigation is asked of each student, to test her ability for this kind of original work. One year is required to complete this course and to receive the Normal Teacher's Diploma, entitling to the degree of Bachelor of Education. A high school education and the equivalent of three years of kindergarten-primary training, together with five years of successful experience in teaching, are necessary for entrance.

Elementary

Elementary Teacher's Course: For women who wish to become successful teachers in the lower grades of public and private schools by studying the theories of modern education and the fundamental instincts of the child, and by acquiring a working knowledge of the best methods now in use in the elementary grades.

The course of study covers instruction not only in the teaching of reading, writing, and number work, but in games, stories and handwork, and it adds for the general culture of the student several subjects along the lines of science, art, literature and music. As the courses for the kindergartner include classes imparting definite knowledge as to the aims of the primary school, its methods and means, and the possible relation it bears to the kindergarten, the elementary grade teacher is given lessons in kindergarten methods and principles and their application to elementary work. "In this way both kindergarten and primary students see how the educational principles at work in the kindergarten are being further defined and practically carried out as the child's education advances in school." Two years, including at least forty-eight weeks of kindergarten and elementary grade observation and practice, are required to complete this work and to merit an Elementary Teacher's Diploma. A four-year high school education or its equivalent is necessary for entrance.

Mothers

Mother's Course: For mothers who may wish to acquaint themselves with the deeper and more intelligent views of child nature which now are held by the best educators, and who may desire to master such simple occupations and games of the kindergarten as may be used in the home. The lessons include practical work with gifts and occupations, story telling and simple nature talks and the study of Froebel's Mother Play Songs which aid mothers in understanding kindergarten ideas and in applying them in the home. The lessons include discussions and answers to questions concerning the class work and the mothers' own experiences.

Lectures on the physical welfare of the mother, the care and feeding of the young child, and the theory of eugenics are also a part of the course.

No educational limit is placed upon this class.

CERTIFICATES, DIPLOMAS, SCHOLARSHIPS

Students upon satisfactory completion of any regular course and upon payment of all College dues, are entitled to the following certificates or diplomas:

Students who have completed the first year of the kindergarten course, receive a KINDERGARTEN CERTIFICATE.

Students who have completed the second year of the kindergarten course, receive a DIPLOMA AS DIRECTOR OF A KINDERGARTEN.

Students who have completed the third year, or senior course, receive a DIPLOMA AS ASSISTANT TRAINING TEACHER.

Students who have completed the fourth year, or normal course, receive a NORMAL TEACHER'S DIPLOMA, which entitles them to the DEGREE OF BACHELOR OF EDUCATION.

Students who have completed the first year of the elementary course, receive an ELEMENTARY CERTIFICATE.

Students who have completed the second year of the elementary course, receive an ELEMENTARY TEACHER'S DIPLOMA.

Students who have completed the Mothers' Course, receive a MOTHERS' CERTIFICATE.

The College reserves the right to withhold the Certificate or Diploma in case the record has not been satisfactory; but students will be informed as to their standing twice during the year. The administration also reserves the right to suspend or dismiss from the school at any time during the year students whose scholarship or moral character do not meet the required standards of the institution.

There are five honorary scholarships given each year to members of the Junior and Senior classes for excellence in scholarship and character.

The graduating exercises are informal and therefore neither extra time nor expense is demanded by them. Simplicity of dress is earnestly desired.

POSITIONS

The National Kindergarten College is recognized in the State of Illinois under the new accrediting law as of standard grade. The College is accredited also in all states which have such accredited lists for institutions outside the commonwealth, so that its graduates may obtain teaching certificates on their diplomas without examination. Students who wish to qualify in the State of Illinois for the Kindergarten-Primary Certificate must be graduates of the three-year course; or, if two-year graduates, must specialize for an additional summer term in Primary or Kindergarten Methods,

as the case may be. The State Kindergarten-Primary Certificate is issued for three years, renewable indefinitely, and interchangeable in the counties of the state, valid for teaching in kindergarten and in the first and second grades of the public schools.

While the College does not guarantee positions to its students, it gladly assists them in every way possible. A Registration Bureau is maintained in which Seniors, Alumnae and former students who wish positions may enroll with full particulars as to their equipment and experience. The Bureau has been very successful.

Hundreds of positions in all parts of the country are filled by the graduates of the College. The salaries for teachers without experience vary from \$400 to \$700 annually; for teachers with experience and ability to hold the more responsible positions of supervisors and training teachers, from \$700 to \$1,500 annually.

Superintendents and commissioners, upon application, are given full and confidential information concerning the character, scholarship, personality and probable teaching efficiency of candidates. In accordance with the custom in teachers' colleges general letters of recommendation are not given to students by the school or any member of the faculty. Correspondence from superintendents, commissioners and other school authorities is invited.

REQUIREMENTS FOR ADMISSION

Applicants for admission as *regular* students of the College must have the following qualifications:

First, They must be graduates of a recognized four-year high school or possess the equivalent, which calls for fifteen units of credit. (Five hours a week in any subject for the academic school year give one unit of credit.) *A young woman who desires to ascertain her eligibility for entrance should send to the Registrar for the proper application form. This must be filled and returned, accompanied with an official transcript of her high school record, before she can be accepted as a student in the College.*

Second, The teacher is to become an educator, not alone an instructor, and she should be mature enough to have had, as far as possible, first-hand experiences of life prior to theorizing about them. Therefore applicants for admission must be at least eighteen years of age.

Third, Every student entering the College must possess health; therefore a brief medical examination is held as soon as possible after the fall opening. Any condition which may limit the amount or the kind of work taken by the student is discussed with her and reported to the Assistant to the President. A yearly record is kept of the health of each student.

Fourth, Applicants for admission must present evidence of moral fitness for the great profession of teaching. Such evidence must be established by letters from two reliable references. The names of these two people should accompany the application. The principal or superintendent of the last school attended or members of the faculty are preferred.

Fifth, The ability to play the piano and to sing simple songs, although not an entrance requirement, is a highly desirable qualification for a teacher of little children. Those who are not so prepared at the time of entrance are expected to make up their deficiency during the course by means of private lessons. The expense of these lessons is outside the regular tuition.

Applicants not possessing all of the above qualifications may be admitted to the College as *special* students at the discretion of the President. The special student may not receive a credential from the College until she has the required high school equivalent, but she may pursue any undergraduate courses in the College for which her previous training has fitted her. If she satisfactorily completes these courses she may receive credit toward a credential as soon as she has satisfied the entrance requirement of the College.

Applicants for admission to advanced standing in the College are required to meet the regular entrance conditions and to furnish in addition a verified statement in full of all previous teacher training and experience. Studies satisfactorily completed in other recognized colleges or training schools are credited wherever they are the equivalent of those given in the College. The graduates from affiliated training schools and branch classes conducted by graduates of the College or by training schools whose work has been accredited at the College are allowed to enter the second or third year on presentation of necessary credentials. Applicants whose training classes have not been accredited by the College must present, besides such credentials, note books, themes and specimens of their practical work for examination. Every advanced student will be expected to make up during her second or third year at the College, in the summer school or by private instruction, the studies which have not been given in her previous training and which are given in the College.

Entering students who are able to furnish the proper records from their high schools or academies are not required to take entrance examinations.

All students who expect a Certificate or a Diploma at the end of the year should be present at the beginning as the work of each year is a connected whole. Students must report at the office pre-

vious to the opening of the College, present their notices of acceptance and their tuition fees, in order to receive their membership tickets and appointments to the schools in which they will practice. Students will report Tuesday, September 11, 1917.

EXPENSES AND PAYMENTS

Teacher's Course

Matriculation Fee	paid on entrance \$	5.00
Tuition	for one year	130.00
Materials and Books.....	for one year	15.00

All lessons and lectures in the regular required courses are included in the tuition fee, and no extra charges are made in any case except for books and materials.

Tuition is payable in advance in two installments: three-fifths September 11, and two-fifths January 7, 1918. No part of the tuition fee will be refunded to students who leave the College before the close of the year. In case of severe illness, necessitating removal, the student will be accorded the privilege of making up the time lost in summer sessions or during the following year.

For the convenience of the students the College Office maintains a supply department where books and materials may be purchased at regular rates.

Mother's Course

Tuition	\$10.00
Books and Materials.....	5.00

Special Courses

Special courses in psychology, in the psychological interpretation of literature, architecture or music, in sociology, in philosophy, in stories, handwork and Sunday-school methods will be given on Saturdays if the demand is sufficient to warrant them, or at such times as may be convenient for applicants—length of term, tuition fees and other details to be arranged.

Special students or lecture students who do not enter for a credential may enroll for courses at an expense of fifty cents a lecture, or fifteen dollars a month, provided they do not take more than ten hours of work a week.

Checks or drafts should be made payable to the National Kindergarten and Elementary College, and not to any individual officer of the institution.

DORMITORY VIEWS



ENTRANCE HALL
AND STAIRCASE



RECEPTION ROOM

BOARDING DEPARTMENT

Opens September 10th

Location and Purpose

Whenever possible the College furnishes its students opportunities to assume responsibilities, to take the initiative, and to meet new problems. The Dormitories were established as one means of providing social responsibilities and securing the adaptation necessary to meet different ideals of living. These Dormitories occupy three comfortable brick houses on the same grounds with the College Building at 2944 Michigan Boulevard. Unless there is some special reason for living elsewhere, the out-of-town students are expected to board in Marienthal, Elizabeth House or South House, as student life in these halls creates an atmosphere of interest in the work which does not exist in the average boarding house. *Permission is given to live only in such outside boarding houses as are approved by the College authorities.*

Management

The administration is under the direction of the Dean of the Halls. She is assisted in her oversight of the social welfare of the students by two house mothers. The College physician has in charge the physical welfare. No unnecessary restraints or regulations are imposed, but as far as possible student government is furthered by mutual confidence.

Expense

The rates for room and board vary from \$300 to \$435 for the regular school year. These prices are for twenty meals each week, luncheon not being served on Friday, when the students remain at school for conferences with their directors.

Accommodations are engaged from dinner (six o'clock) on the day preceding registration, September 10th, to luncheon on the day following Commencement, June 7th, inclusive. Students who are unacquainted with the city or who arrive at night will be met at the station by a representative of the College, provided they send word in advance as to hour of arrival and road over which they come. They are expected, of course, to pay the expense for such chaperonage. Students who wish to spend the Christmas or Easter holidays at the Dormitories may do so by paying a special rate of \$7.00 a week.

Guests of the students are entertained over-night in the Dormitories only on Friday and Saturday and during Commencement week. Guest rates may be secured from the Dean.

Payments

Payments for both room rent and board are made in advance in two installments—three-fifths on entrance, September 11, and the remaining two-fifths January 7, 1918. The charges for room rent are not subject to remission or reduction under any circumstances unless the College is able, without loss, to re-rent the room to a new and satisfactory applicant. In case of prolonged illness and absence from College, extending over six weeks, there will be a reduction pro rata in the price of board.

Checks or drafts should be made payable to the National Kindergarten and Elementary College and not to any individual officer of the institution.

Room Assignment

The College reserves all rights in connection with the assignment or re-assignment of rooms or the termination of their occupancy. If the presence of a student is not in harmony with the spirit of the school, the College may find it necessary to ask for her removal.

Rooms are not assigned until students have presented satisfactory evidence to the Registrar of eligibility for entrance to the College.

Applications for rooms must be accompanied by a deposit fee of twenty dollars. This applies on the first payment of room rent at the opening of the school term. If the College is notified by August 15th of a change of plans, the reservation fee will be refunded, provided the room can be satisfactorily re-rented. After August 15th, because of the shortness of time and lessened opportunities for renting, no refunds will be made.

Furnishings

The rooms of all houses are heated by steam and lighted by electricity. They are furnished with curtains, study tables, chairs, book shelves, bureaus, single metal beds (3 ft. 6 in. x 6 ft. 8 in.) with woven wire springs, mattresses and pillows.

Each student is required to furnish one rug (neutral colors), one waste basket, one shoe bag, one mattress pad, two pairs of sheets, such bedding as meets her individual requirements (linen and bedding to be of a size to fit dimensions of bed), two pairs of pillow cases (22 x 31 in.), twelve towels, six napkins and a napkin ring. Bedding, napkins, towels and wearing apparel must be marked with full name of owner, not with initials. She is advised also to bring a box with lock, for money and valuables.

Laundry

Laundry is done at the student's expense. Students, as a rule, form laundry clubs and thereby economize on this item. A reasonable estimate of the expense would be from seventy-five cents to one dollar a week. Special rates are made by express companies on laundry sent home regularly. Students may do washing and ironing in the laundry of the Dormitory by paying a fee of \$5.00 for the school year. They must, in addition, furnish their own supplies.

Wardrobe

It is strongly urged that the apparel of all students should be light, loose and in every way comfortable. Dress extravagant in price or fashion is not desirable and is not in good taste. Gowns should be as simple as possible. Skirts should be appropriate for easy walking and so made that they will in no way interfere with the free and active use of the body in school. Sensible shoes also are urged. Students should provide themselves with light and heavy underwear, raincoats, rubbers and umbrellas, and thus be prepared for all changes of weather. Gymnastic suits can be obtained after reaching the city. Black bloomers, white middies without collars, and black ballet slippers cover the required costume. One inexpensive evening dress is advisable.

Medical Attendance

Medical attendance and medicines are charged to the student. In case of severe or protracted illness where the patient cannot be sent home, a special nurse is employed at her expense, or she is removed to an accredited hospital.

Recreations

Out-of-door games on the lawn provide exercise in the fall and spring, and walking parties are organized often for the week-end. As stated in the beginning of the catalog, groups of students properly chaperoned are formed for various lectures and entertainments and also for excursions to places of interest in Chicago and vicinity.

In addition to the alumnae, faculty and class affairs for all the students of the College, the Dormitory residents have their own social life, which consists of occasional house dances, receptions, dinners or parties to many of which guests are invited. The Social Committee of the Student Government Association has special charge of these affairs under the general supervision of the Dean.



DINING ROOM



STUDENT BEDROOM

Social Supervision

The system of self-government in the Dormitories is based upon a charter granted by the Trustees and Faculty of the College and upon a set of rules and regulations formulated by the students themselves, which, for the greatest good of the whole, are observed by all the members of the Student Government Association who are residents of the Dormitories and subject to the discipline there. The rules are enforced by the Executive Board of the Association, but the sense of personal responsibility is shared by all the members.

As far as possible, Friday and Saturday evenings are considered as reception evenings. Gentlemen callers are received on the first floor only, and all guests are expected to leave before half after ten o'clock. Study hours are maintained on other evenings from eight to ten and lights are out at half after ten o'clock.

All residents wishing to leave the Dormitories in the evening or to remain away over night must obtain special permission from the Dean and must leave with her their names, addresses at destination and time of return. Written requests from parents or guardians are required before permission is given to students to leave the city.

Religious Culture

While not obligatory, the College desires that all students attend regularly some church of their own choosing. A brief chapel service of music and readings appropriate to the day will be held in the parlor of Marienthal on Sunday morning, immediately after breakfast. To this service all residents are invited.

Religious expression and inspiration are provided also in the Student Women's Christian Fellowship of Chicago, an association participated in by sixty or more of the professional colleges and training schools for women in the city. Every student woman in Chicago, by virtue of being a student, is eligible to a part in this Fellowship. General student meetings are held at stated times for practical inspiration and fellowship, and each school in the Association has at all times the privilege of working out its own form of expression for the Christian motive.

ROOMING HALLS NOT CONNECTED WITH THE COLLEGE

To those out-of-town students who must economize closely while taking their training and who find the rates at the Dormitories prohibitory, the College recommends the following clubs for women:

MONNETT HALL—

4948 Indiana Avenue . . . \$5.75 to \$7.75 per week.
Room and two meals a day.

ELEANOR CLUBS—

No. 1, 1442 East Fifty-ninth Street
No. 3, 3850 Indiana Avenue
No. 4, 2411 Indiana Avenue
Room and two meals a day . . \$3.25 to \$5.75 per week.

No student is allowed to select a private boarding place until it has been inspected and approved by the College.

STUDENT EMPLOYMENT BUREAU

The College Secretary conducts a self-help bureau for the purpose of giving assistance and advice to students who wish to obtain remunerative work. Students who are in good health and are willing to accept the opportunities which are open can always earn a part of their expenses. Care of small children, assistance with housework, waiting on table, clerking, stenography and sewing are some of the lines of work which our students have profitably followed. The Secretary will furnish further information on this subject to young women who are interested. It is encouraging to those who must overcome the financial handicap to know that some of the leading teachers of the country have had to help themselves in similar ways while taking their training.

Student Council

A Student Council composed of three representatives from each class and one member of the Faculty, meets regularly to consider problems relating to student life. The Faculty, through their representative, have the opportunity of presenting their viewpoint on student needs and opportunities, while the students have an equal chance to bring forward the sentiment of the student body, thus establishing a good understanding between these two factors in College life. The Student Council has also been responsible in initiating many worth-while school projects and generally in aiding student government and College spirit.

The Summer Session

A Summer Session is held for eight weeks, beginning June 17 and continuing to August 9, 1918. Preliminary and advanced classes are formed in kindergarten, elementary and playground theory and methods. Credits are given which apply toward all regular certificates and diplomas. In the character of the work, in faculty and credit value the summer session ranks with the session held during

the academic year; entrance requirements are the same, tuition is forty-four dollars for the term. The dormitories are open, and special attractions in the way of sight-seeing trips and educational observation are afforded. An announcement of the summer work may be obtained on request.

General Plan of Instruction

In the training of the teacher of young children, the method of studying intelligently the needs of the child's inner life and the relation between this inner spiritual life and the outside environment has been developed best so far from an understanding of the Froebelian educational ideals, although these ideals have been expanded and added to by the thoughtful experience of more recent educators. As the training preparatory for this great work differs from the training which the average young woman has received at college or high school, it has been deemed best to explain the purpose of the studies given and the relationship of each to all education. It will be seen that part of the studies are for technical skill and part are for broader culture and for a deeper psychological insight into the higher significance of life.

Theory

The two-fold aim of the training from a practical standpoint is that the student may learn *the science of education* and may acquire *the art of teaching* by practice under intelligent direction. The theory is given in classes at the College and is grouped under the several headings of General Education, Technical Education and Related Cultural Subjects. The practice of teaching is given in the kindergartens and elementary schools.

GENERAL EDUCATION

Psychology

Psychology is the basic study for the understanding of man in all his relations—individual, social and educative. It is a study not of the outer thing, but of the inner power to understand and control the outer things. A basis for theories of education, of sociology and of institutions is found best in the nature of the self which can understand and develop each of these. In order to understand what we do we need to understand what we are. We can learn to recognize what we are and therefore can change and control ourselves. Upon this truth are based all individual responsibility and all development of institutional life.

Since it is this inner self which controls the outer acts the teacher needs to study earnestly and intelligently this self which she is helping to educate. Therefore we study Psychology as organic—teaching the nature of the self or Ego, as it is the physical basis of the inner self unfolding which unifies and organizes the science of Psychology.

Freshman Year—Psychology of the Intellect—The study of the nature of the self as self-knowing, giving the organization of the mental faculties.

Junior Year—Psychology of the Will—The study of the Will as the Ego expressing itself in the deed, leading to an understanding of the true meaning of freedom.

Senior Year—Psychology of the Moral Will and of Institutions—The study of the deed as it manifests itself in man's relationships, leading to an undertaking of social responsibility in the family, in the community and in the state.

Normal Year—Comparative Psychology—The study of how the thinking of man has developed through Religion, which sought the Source of all things, through Philosophy which sought the law of all things into Psychology which now is seeking to understand the Source and formulate the law in the process of mind.

In the Normal year is given also a course in psychology applied to education. A sympathetic attitude is the basis for understanding the needs of childhood, but it is not enough; the teacher must be guided by definite educational principles. These she will find strongly emphasized in Froebel's writings, in modern child study and various psychologies—especially that form of psychology which unfolds the development of sensation through image-making into concepts that lead to creative thought, which reveals the process by which impulse passes through desire and choice into free self-determination and feeling of personal pain and pleasure into ready sympathy with others. The course in the application of psychology to education is principally concerned therefore in the search for educational principles in psychology.

Physiological Psychology

Because of the importance to the teacher in understanding the relationship between the nervous system and mental life, the physiological basis of instincts and of the laws of learning, and the correlation of defects of the nervous system and defective mentality, a course in physiological psychology is given. This includes a brief survey of the central nervous system, its structure and function, and the applications mentioned above.

Pedagogy

The study of education from the beginning has been a development corresponding with the growth of the consciousness in the human race. The History of Education is studied therefore in order that the student may gain such a comprehensive view of the development of educational ideals as will enable her to know how to develop her educational methods.

A true student of child life must have a broad and thorough study of the rest of the field of education in order that she may intelligently appreciate wherein the idea advanced by Froebel agrees with or differs from the views put forth by other educators; it is in this way alone that she will attain unto the fearless comprehension of principles which will enable her "to prove all things and hold fast that which is good."

The course in the History of Education therefore not only covers the facts in the development of education from primitive times to the present but it includes a discussion of the philosophy of education, an elucidation of the principles of education and a comparative study of all the leading educational theories and methods.

The Senior or third year includes a series of debates by the members of the class on vital educational topics of the day. A course of lectures on extemporaneous speaking precedes the debates. In every way possible the students are encouraged to do original work and to take broad views of the world of education.

In addition to the course in the History of Education given in the Junior or second year of the training, the Normal or fourth year includes a course in Modern Educational Theories. This involves a careful study and critical comparison of present day educational ideals and of the work of the educators advancing them, because of the importance of a thorough comprehension of the modern educational situation for women who as supervisors and training teachers will guide the development of child education in the future.

Sociology

The child is born in the spiritual environment of Home, Society, State and Church, and soon begins an active participation in the duties which thus arise. These increase as his growing power and usefulness in life increase.

Therefore the study of the Social Institutions of man is taken up in such a manner that the student gets a survey of the primitive institutions and their evolution to the stage reached by the civiliza-

tion of today, as well as their ethical relationships. This course includes the study of the institutional world based on the will of man; the evolution of the Family, the Economic world, the State and the Church, with the School as the instrument for the training of the child into a consciousness of his relationship to each of these institutions. Psychological principles underlie the institutional world and are the basis of this study.

As the field of the teacher is a wide one, covering work with mothers as well as children, of all races, classes and creeds, some general sociological outlook is imperative. Not only must the student become familiar with existing conditions of life in the homes of her children, but she should know also the modern agencies for the betterment of home life and for the education of parents concerning the vital needs of their children. Therefore, a course of lectures by experts in each branch of social work discussed is given. These lectures show the effects of the non-understanding and practice of the right ethics in Family, Society and State, the need of more definite education along these lines and the part which women now are called upon to play in community motherhood. In addition to the lectures, opportunities are given all the students to visit the Playgrounds, Juvenile Court, Social Settlements and other types of sociological work in the city and wherever possible to have experience along these various lines.

The course just described is given in alternation with a course on the higher social activities of the community, such as the Art Institute, Field Museum, Library, Orchestra and Drama, in the belief that a knowledge of these higher activities of our city brings courage and inspiration for the solving of the problems of the educational world.

TECHNICAL EDUCATION

The Mother Play and Advanced Child Study

Froebel's Mother Play Songs are illustrations of the educational principles which underlie the entire training of the child, as they are a profound treatise on the philosophy of education, based on the deepest psychological insight into child nature. They illustrate in the most practical way how to study children intelligently in their homes, nurseries, kindergartens or schools, by giving a true understanding of their instincts, interests and impulses, and how to develop self-control and creative power.

The first year includes the study of ten songs in Froebel's Mother Play Book, giving insight into the individual development of the child and into his home environment as a factor in his educa-

tion. Following the work with these ten songs a brief course is given in the study of some of the modern text-books on child study.

The second year includes the remaining songs in Froebel's Mother Play Book, emphasizing insight into the further development of the child and of the social life which environs him, interpreting this to him, and thereby leading him into a dawning consciousness of his relation to the economic world, and to the institutions of the State and Church and the responsibilities arising from these relationships.

During the third year the students are given practice work in assisting the Freshmen in their study of the Mother Play.

Literature for Children

The widespread interest in story telling has gone far beyond the hopes of its most enthusiastic supporters. It is not only recognized as a powerful force in awakening the love for good literature, but has become a factor of account in the home, the school, the playground and the library.

The aim of the course is two-fold: a study of Children's Literature and an understanding of the Art of Story Telling.

The Freshman year includes the study of children's poetry and its vital importance in the child's education, with special attention to the rhythmic jingles of Mother Goose and the poems of Robert Louis Stevenson and Christina Rossetti. The fundamental principles underlying the choice of children's stories with reference to those suitable to tell in kindergarten and first grade are developed, and constant practice is given in telling kindergarten-primary stories before the class, with personal criticism from the instructor.

The Junior year includes the discussion of the pedagogical and psychological bases of selecting children's stories. Half of the time is devoted to the telling of stories suitable to children beyond kindergarten age—the great folk tales, modern fairy tales, animal stories, humorous stories and hero tales from history, mythology and the Bible.

The Senior year includes a study of Children's Books and Illustrations; theory and practice in outlining and adapting stories; writing original stories; planning and presenting Story Hour programs for clubs, playgrounds and settlements.

Manual Activities—Play Materials

The manual activities include study of the play materials of the kindergarten, such as the Montessori and the large building blocks. The educational principles which underlie the selection of such

material, its organization and presentation to meet the needs of little children are brought out clearly.

The kindergarten play-gifts are based upon the fact that the fundamental forms underlying all industrial and artistic work are geometric, no less than upon the truth that a careful study of nature shows the primitive ground-work of all structure to be essentially geometric.

The Freshman year includes a study of the simple uses of form in the first, second, third and fourth gifts, and divided cylinder with new arrangements. These gifts are unfolded and developed according to Froebel's conception of the genetic evolution of form.

The Junior year includes a study of the advanced building gifts, together with practical lessons in tablets, sticks and rings. Experimental work is done with Montessori material, large and small building blocks, and the selection and grouping of those toys which may be used to advantage with kindergarten children.

In the Senior year a general review of the educational value of the Kindergarten gifts is considered in a way that would meet the tests of the proper presentation of any educational material. The application of these principles is illustrated both in the kindergarten and in classes with the Freshmen students.

Manual Activities—Handwork

The occupations are based on the relationship of the child's activities to the work of the world. The occupations used in the work of the world are known as Plastic, Industrial and Graphic. These three great divisions are taken, therefore, as the basis for the organization of the occupations for little children. They differ from those occupations used by man only in being the simple beginnings rather than the complex development, in their use of materials which a child can easily transform, and in the attitude of the child, which is that of play rather than conscious work.

Plastic Occupations. These are the modeling occupations. The materials used are sand and clay, and the process of molding is done by the hand with, occasionally, very simple tools. Since these materials easily respond to the child's touch, they quickly call forth his power to change material, thus developing his creative ability. These occupations lead the student into a study of art, as expressed in sculpture and in ceramics.

Industrial Occupations. The materials used in these occupations are surface, line and point materials, such as paper, zephyr and raffia. The processes used are those of taking apart and putting

together. The use of the simpler tools, such as scissors and needles, is taught, as well as skill of the fingers. Such occupations as folding, cutting, sewing and weaving are included in this organization. A development of the industrial occupations based on the geometric structure of form has been introduced. The constructive principles are: Intersecting Plane, Diametral Line and Central Point. These principles form the basis not only for the mathematical, but also for the artistic development of the industrial occupations.



A PUBLIC SCHOOL KINDERGARTEN

Graphic Occupations. These are the picture-making occupations. The material used is paper, and the tools, the pencil or the crayon and the brush. They lead the student into a study of art as expressed in pictures and designs.

Thus all the kindergarten occupations prepare the child to understand and appreciate the work of the world. He begins by means of these to creatively express himself through the things which he makes, and later to take his rightful place in the world of work.

The theory and practical work in the occupations are included in the Freshman and Junior years of the kindergarten course and a

series of lessons in handwork adapted to the lower grades is a part of the elementary schedule. In the Senior year of kindergarten training the students assist Freshman groups in the mastery of the technique of occupation.

Games

One of the strongest features of the College work is the power which is acquired by rhythmic play and games. These not only are a part of the afternoon program at the College, but are also a part of each morning's exercises in the kindergarten. We know of no other means for physical development equal to the daily playing of these games, as they train the student's body into rhythmic and easy grace and purposive control in self-expression.

The first year is devoted to the simple rhythms of the little child such as the march, skip and run, the movement and social plays growing out of these, sense plays and ball plays. A few representative and dramatic games are also taken up, beginning with the child's attempts at characterization and plot-making.

The second year continues the study of the dramatic game and its development in the festival, the pageant and the play of the grades. A course of lectures on the development of drama in the history of the folk is given and the parallel traced between the development here and with the child. In this connection old folk games and plays are revived and studied for their value as patterns.

The third year includes a review of the plays and games of little children with special study of their values. The attempt is now made to create games, plays and pageants in order that the student may be capable of guiding the children in such original expression. Senior students also have the experience of playing with groups of Freshman students and directing their activities.

Curricula and Methods

The primary purpose of the courses in Curricula and Methods is to organize the principles of education gleaned from psychology and pedagogy, the knowledge gained in child study, and the technique in handling materials and tools, and to focus this information and these powers directly on the school for children, with the realization that a training school for teachers has as its paramount aim the efficient preparation of students to handle the teaching problem. The selection and adaptation of story, song, rhythm, handwork and nature study material to meet the needs of children of varying ages, classes and environments, are discussed together with the methods employed. The natural activities of children outside the

school are studied and the utilizing and directing of these activities in kindergarten to secure the fullest development for the individual child and for the group.

Kindergarten Curricula: In the Freshman year the environment, various activities and individual differences in children are noted in connection with the observation of schools and the conferences on such observation. Consideration is also given to the development of the several kindergarten activities and the subject matter in relation, with the educational principles underlying this development.

In the Junior year a careful study is made of the kindergarten room and equipment, of both indoor and outdoor activities, including the open-air school, playground and excursion. The relation of the kindergarten to the grades and to the home is thoroughly discussed with ways of promoting cooperation and a continuous education for the child.

In the Senior year the practical problems of organizing a kindergarten, of planning and supervising assistants, of making programs for parent-teacher meetings are considered. In this year a course in primary curricula and methods is given also, in which a study is made of the contrast between the methods of the kindergarten and those of the elementary school and the necessary transition from one to the other. A minimum standard of requirement for the kindergarten child entering primary is worked out by each student and a test proposed for ascertaining the child's approximation to the standard. Students graduating from this course, provided they have had some months of elementary practice, are prepared to accept primary as well as kindergarten positions.

In the Normal year four courses in curriculum are given. *Comparative Kindergarten Methods* includes a comparison of Froebel's writings with the writings of more recent educators for the purpose of determining what principles of the kindergarten view of education are applicable to all stages of growth, what principles are essential to the kindergarten stage only, and what features of the system were incidentally part of Froebel's time and must necessarily change with the growth of the central thought.

Supervision and Conference is intended to meet the needs of experienced teachers who are preparing to be supervisors. It includes visits to schools under other supervision as well as to those that are under the supervision of the College with discussions of the morning work of these with the directors in charge whenever possible and a review of the experiences later with the Supervisor

of the College. It also includes a careful examination of the outlines on which the activities of different kindergartens are based. They are examined for the purpose of giving the class as broad an outlook as possible in order that they may learn to judge between essentials and nonessentials, and thereby be ready to adapt themselves to the conditions demanded by different situations without losing the really vital factors of the kindergarten ideal.

The Relation of the Kindergarten to the Primary Grades includes a comparison of the aims, principles, methods, materials and subject-matter. The development of materials and subject-matter will be traced as they change to meet the needs of the growing child. This course is designed to satisfy the demand for supervisors who understand both departments. A certain amount of observation in the elementary grades is required.

Curricula for Training Schools is planned for women who are preparing to become training teachers and the heads of departments in normal schools and colleges. It includes a careful study of the curricula of representative training schools for the purpose of determining the best balance of theory, observation and practice as well as the most educative presentation of the activities and materials to young women in training to be teachers of children. Such practical problems in the conducting of a department as entrance requirements, examinations, class schedules, salaries of teaching force, purchase of materials, planning of class rooms, parents' and teachers' study classes will be taken up also.

Elementary Curricula: In the two years of elementary work a comprehensive course in elementary methods is given. It includes a full and free discussion of the presentation of reading and writing. Time has been allotted also to the subjects less formal in nature than reading and writing but quite as necessary from the standpoint of the child's development,—for instance, literature, number work and dramatization. The beginnings of geography and history are studied. Insight is given into kindergarten methods and the values of kindergarten training as a preparation for the primary grades such as the socializing of the child to live with his kind, the bridging through definite activities of the stages of play and work, the gaining of freedom of speech which makes for better oral expression in the grades, the muscular preparation for writing in the arm movements of the games and the large free drawing, the sense training of ear and eye so valuable as an aid to reading and phonics.

RELATED CULTURAL SUBJECTS

Music

The greatest thinkers of the world from Plato to the present day have realized the formative power of music in character building. Froebel translated the dreams of others into practical reality in the creation of the kindergarten whose atmosphere is music.

Theory of Music

Since Music is an important part of the daily exercises in every kindergarten, this course is designed to train the student to an efficient use, not only of her own voice, but of music in all the forms in which it appears in school programs. In the Freshman year the rudiments of music are studied,—rhythm, simple melodic structure, scales, intervals, and triads. In the Junior year a course in songs and instrumental music used with children is offered. By lecture lessons the principles underlying the use of music and the selection of songs are determined. Songs are analyzed and taught, and much attention is devoted to voice work, both singing and speaking.

Private lessons or special classes in instrumental or vocal music are arranged for, when desired, with extra charge.

The work in instrumental music is designed to help students in knowing how to play, what to play and when to play. All the material studied in the lessons may be used in the kindergarten or elementary grades.

Chorus Singing

Realizing the benefit to be derived from the unifying of the student body in choral singing the classes have been arranged so that once each week the entire school meets as a chorus. The primary object of such a chorus is a socializing through the art of music. Much of our educational effort is narrow in the sense of being individual and too much of our enjoyment of art is passive. In the chorus class we have in combination offsets to both of these conditions, for here the effort is social and the enjoyment active. The full benefit to be derived from singing in a chorus can be appreciated only by one who has had this experience. An annual concert by the Student Chorus is one of the interesting events of the school year.

Interpretation of Music

There is given also in the Junior year a course in Musical Appreciation which is designed to develop an understanding and an appreciation of this great modern art expression. It includes a study of rhythm, a development of the melodic sense and the meaning of harmony. Illustrations are given on piano and victrola.

English Language and Literature

English Form and Diction

Good, concise and simple English is the most direct means by which the teacher can develop easy unconscious self-expression in her children and at the same time give to them an intelligent entrance into the larger world of human thought embodied in conversation and literature. She herself must be their constant daily example. Beautiful tone and expressive English can be attained by anyone who realizes that it is largely a matter of self-culture. However, all students entering the College are given a course of lessons on form, structure, punctuation and the comparison of examples of excellent English with poor expressions. Books that excel in purity and beauty of diction are recommended and discussed. Exercises in narrative and short story writing are also a part of the course. The chief aim, however, is to lead each student into making for herself the necessary effort to win that most beautiful of all arts, the mastery of the mother-tongue.

Extemporaneous Speaking

The day of oratorical style has passed, but the need for effective speaking is more apparent than ever. Nowadays one doesn't say, "Watch me make a speech," but rather, "Listen to what I have to say!" Along with this appreciation of one's subject matter must come an intelligent idea of how best to present one's subject before a certain audience in a certain time. The aim of the course is to give each student constant practice in presenting brief, original speeches before the class, having in mind the five general ends: clearness, impressiveness, belief, action and entertainment.

Literature

The aim of this school is so to educate each student that she shall realize the relationships of life and the duties arising from them. The highest value of the Great Literature of the world is the portrayal of man in some form of conflict with the world, order as established in the ethical institutions of Family, Society, State or Church.

The College emphasizes the insight into the nature of man which Froebel gives by showing it to be identical with the insight of the world-poets, Homer, Dante, Shakespeare, Goethe. Therefore, each class takes up the study of one of these poets.

Assembly

The Assembly was instituted in order to give added opportunity to the student body to develop initiative along social and cultural lines and thereby to inspire originality of thought, speech and action.

as well as wider interests than those called for by their professional studies. Each class is expected to conduct four assemblies during the year. The subjects introduced are left entirely to the discretion of the class, the only limitation being that the entertainment shall be worth while and shall be carried out to the best ability of the members. Each Assembly is opened with a fifteen-minute discussion of the topics of the day.

Art

The greatest art periods of Greece, Italy and the Renaissance were reached when the artisans of the race were imbued with the true art spirit. So it will be in America, when all the people have been trained to perceive and to love the beautiful.

Architecture

The study of the psychology basis of Architecture is given in the Junior year. The importance of the building instinct of the race as a manifestation of man's spiritual development is shown. Visits are made to the Art Institute and to some of the more artistic buildings of Chicago. Photographs of the most famous buildings of the world are mounted in chronological order and accompanied by notes defining true architectural laws. The teacher is thereby enabled to lead the child to build with his blocks according to structural principles instead of using them capriciously.

Design

Design and Freehand Drawing form a distinct part of the Junior course, as it cannot be urged too strongly that every child learn to think and express his thoughts in terms of beauty. It not only gives him another avenue by which to express himself to the world, but also it opens to him a vast field of enjoyment and educates his eye to a right appreciation of the beauties of nature and the greatness of the art world. Early school life is the most important period for the beginning of this universal education, as the divine impulse of creative activity is exceedingly strong at this age and may be guided easily into the production of the beautiful. It is therefore necessary that the teacher not only should understand the laws of beauty, but should be somewhat skilled in the use of its language. Charcoal, crayons, water color and clay are the mediums used in this course.

Color Harmonies are carefully taught, in order that the student may comprehend the laws of artistic combinations of color, and thus be enabled to nourish in the child the right feeling for color before it shall be corrupted or lost. Examples are taken from nature and from art, as shown in ceramics and textiles in the Art Institute, Field Museum and elsewhere.

Painting and Sculpture

A course in the Psychological Basis of the Arts of Painting and Sculpture is given in the Senior year, emphasizing the fact that Art is one of the great avenues of the expression of the spiritual growth of the race. This study is illustrated fully by stereopticon slides and by frequent visits to the Chicago Art Institute. A book of pictures of the great masters from reproductions is made by each student.

Science

Natural Science

The kindergarten and primary grades do not emphasize so much the analytic study of nature as they endeavor to create a love for nature and a reverence for the processes and life force manifested in nature. Wherever it is possible the children in the kindergarten and primary grades should be given the care of animals, of window-boxes, and out-of-door gardens. Excursions should be made into the field in order that the information gained in the school room may be correlated with the outside world.

In addition to this experience, in the Freshman year is given a course in Gardening, the purpose of which is to arouse in the minds of the students an interest in the wonderful processes of nature as seen in the familiar results obtained in simple gardening. From this aroused interest the students are led to work out a system that will enable them to prepare suggestions along this line for the kindergarten and the primary grades which may extend through much of the year. By such work, especially with individual gardens, the child gains observations which impress him with cause and effect. He also learns by caring for his garden to take individual responsibility and there is awakened in him a love, wholesome and pleasing, for nature surroundings.

In the Junior year the course in Applied Nature Study includes an organization which will help the teacher to know what materials to use and how to use them. It is taught from the standpoint of the child's interest in and love of nature, not from the scientific standpoint which leads the older student to analyze the parts of nature in order to understand her processes. The point emphasized is the likeness between the child and nature which leads to the development in the child of a sympathy with all living things.

Physiology and Hygiene

The varying physical conditions found in children together with the prevalence of contagious diseases, make it important to provide opportunity for students to become acquainted with normal physical standards and the tests for determining them. Therefore, observation

of children in any way departing from the normal should be noted, and some training given in making tests of individuals so that normal conditions may be recognized and sustained.

Therefore a course in physiological hygiene is given in the Freshman year, including a scientific outline of care of the eyes; an understanding of the symptoms of contagious disease, and of signs of fatigue; how to distinguish between spontaneity and nervous excitement; information concerning the physical care of children; suggestions for preserving the health of students, together with sanitation and hygiene in the school room.

Eugenics

The course in Eugenics or Maternal Efficiency in the Junior year is an attempt to begin to fill the most dangerous gap in present day education. Human motherhood is not instinctive, else one-half the first-born children would not die. Of the students taking the course, a considerable number will marry, and it is possible that until the time of their arrival at the College no effort has been made to teach them how to be mothers. Motherhood is not dignified by ignoring it, nor by the ignorance that now makes it grossly inefficient.

In her future work with little children, the teacher will meet the problems of heredity, alcohol, bad sexual living and the economic degradation of the home. By the course and the required reading, it is hoped partially to prepare the student to face these problems with courage, and to assist in their solution, as well as to arouse in her an interest in motherhood that will give her a better balanced view of life.

Physical Expression

It is the aim of the College to send forth women who shall have strong bodies as well as trained minds; therefore special attention is paid to exercise and diet, and every effort is made to stimulate an interest on the part of the student in securing healthy development and freedom of the body. To this end in the Freshman year a course in general gymnastics is given, including preventive and recreative processes as secured by relaxing, balancing and energizing exercise; also folk and aesthetic dancing, emphasizing the interpretative side of bodily movement. All students are required to wear gymnastic suits and slippers during this class period.

Practice

All students should have ample opportunity to observe many phases of child life, especially manifestations of individual children, and to become responsible for their physical care as well as for their education. Most schools give needed information, but more important still is the training of the emotions and the will. This can be accomplished best by each student having exact and definite responsibilities in actual life which enable her to put into practice the insight gained in her psychological and ethical class room studies.

The College has under its direct supervision in Chicago and the suburbs forty practice kindergartens in charge of graduates. These kindergartens are in public, private and mission schools, that students in the College may have the privilege of observation and practice under widely different conditions and environments. Thus they learn to understand children of many classes and to adapt educational principles to meet varying needs.

In the Freshman year, for the first three months, the students spend part of their morning time at the College, and the remainder in visiting kindergartens selected by the Supervisor. After these first months they are assigned to kindergartens under the supervision of the College. Assignments are so arranged that each student has practice in two kindergartens during the year. Talks with the director of the kindergarten concerning the morning work are a part of the weekly schedule; also care of the order of the room, and of the plants, fishes, birds, and other pets.

In the Junior year each student is required to practice for the major part of the year in some good kindergarten under the supervision of the College. Care of the kindergarten cupboard and preparation of material are a part of the student's training. Lessons once a week with the director of the kindergarten are continued throughout the practice period. For the last three months of the Junior year the students spend part of their mornings at the College and the remaining mornings in visiting kindergartens and grade classes selected by the Supervisor.

In the Senior year students who are ready for the responsibility have some experience in directing kindergartens. Members of this class are encouraged to establish new kindergartens or to accept positions as paid assistants. Visits to the homes of the children and attendance at mothers' meetings are a part of the experience of this year.

During the time spent in the practice schools, especially for the first two years of her training, the student is under the direct

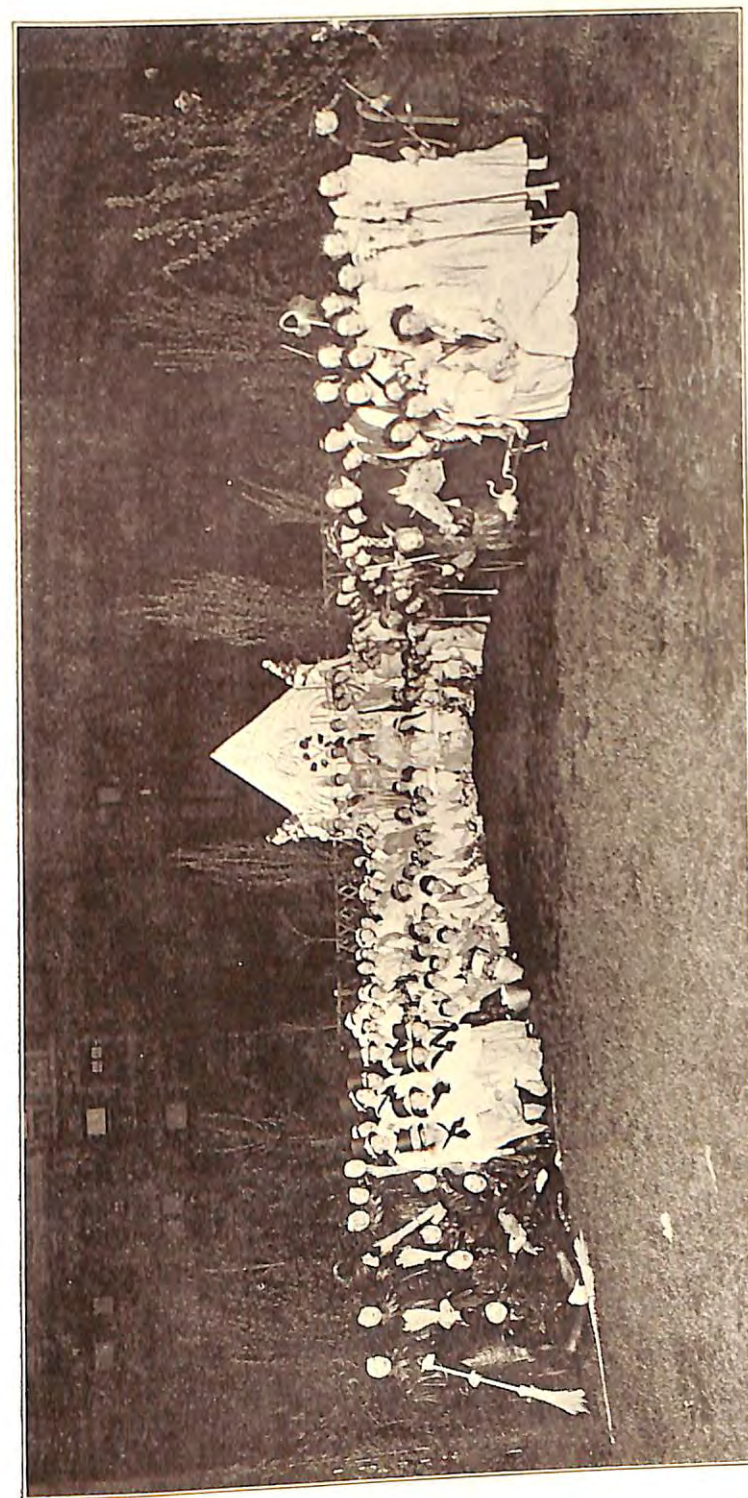
supervision of an experienced kindergarten director. She acquires a personal knowledge of the difficulties of teaching and of her own deficiencies and she avails herself of all the resources of the College in overcoming them. This continued practice together with the systematic and helpful advice of the director unfolds the student's powers for helping little children to develop normally. Her individuality is respected and is given free play wherever this is consistent with sound educational principles.

In the Freshman year of the Elementary Course for the first three months the students spend part of their morning time each week at the College and the remainder in visiting primaries and kindergartens selected by the Supervisor, one-fifth of the observation being in kindergartens. After these first months they are assigned for the rest of the year to an equal amount of practice in a kindergarten and a primary under the supervision of the College.

In the Junior year of the Elementary Course students are required to practice for the major part of the year in the primary grades under the supervision of the College. For the last three months, however, they spend half of their mornings at the College and the remaining mornings in visiting kindergarten and grade classes selected by the Supervisor.

General Method of Instruction

Inasmuch as research and original work are necessary to keep education from becoming superficial and formal the courses of study at the College include not only text books, but also collateral reading and themes requiring individual thought in preparation. All class room work has, too, the immediate appeal of the teacher to the pupil and to the group and the response of the pupil and the group to the teacher and to each other, for this spontaneous direct oral recitation contains the deep undercurrent of feeling that penetrates the heart and holds the attention as mere formal teaching cannot. "The spoken word carries with it a higher power than the written word can carry, for it brings with it evidence of the indisputable personality which accompanies the word—and unless we close our ears it brings evidence of the invisible spiritual world that has a stronger and higher reality than the things that we see."



OLD ENGLISH SPRING FESTIVAL COMMENCEMENT, 1917

General Regulations

ORDER OF EXERCISES, 1917-1918

Morning Session—Practice.....8:40—12:15
 Afternoon Session—Class Room Work at the College..2:00—5:00

SCHEDULE OF COURSES

Freshman or First Year of Kindergarten Training

SUBJECTS	Hours	Credits*
PSYCHOLOGY	36	2
SOCIOLOGY	18	1
EDUCATIONAL PRINCIPLES—Mother Play or Child Study; Other Froebelian Literature	54	3
THEORY OF KINDERGARTEN TEACHING—Kindergarten Curriculum; Conferences with Kindergarten Director.....	72	4
PRACTICE OF KINDERGARTEN TEACHING—Observation 15 weeks, 6 hours a week; Practice Teaching 19 weeks, 15 hours a week	378	10½
KINDERGARTEN MANUAL ACTIVITIES—Kindergarten Gift; Kindergarten Occupation	90	5
PHYSICAL EXPRESSION—Folk Dancing and Rhythmic Games; Playing of Kindergarten Games.....	72	4
HYGIENE AND SANITATION.....	18	1
NATURAL SCIENCE—Gardening	18	1
ENGLISH LANGUAGE AND LITERATURE—English Form and Diction; Great Literature, Homer's Odyssey; Literature for Children; Public Speaking.....	72	4
MUSIC—Theory; Chorus Singing.....	54	3
	882	38½

Junior or Second Year of Kindergarten Training

SUBJECTS	Hours	Credits
PSYCHOLOGY—Psychology of the Will; Physiological Psychology..	72	4
SOCIOLOGY	18	1
EDUCATIONAL PRINCIPLES—History of Education; Mother Play or Child Study; Other Froebelian Literature.....	72	4
THEORY OF TEACHING—Kindergarten Curriculum; Relation of the Kindergarten to the Grades; Conferences with Kindergarten Director	72	4
PRACTICE OF TEACHING—Observation in Kindergarten and Elementary Grades 15 weeks, 6 hours a week; Practice Teaching in Kindergarten 19 weeks, 15 hours a week.....	378	10½
KINDERGARTEN MANUAL ACTIVITIES—Kindergarten Gift; Kindergarten Occupation	36	2
PHYSICAL EXPRESSION—Playing of Kindergarten Games.....	18	1
EUGENICS	18	1
NATURAL SCIENCE—Applied Nature Study.....	18	1
ENGLISH LANGUAGE AND LITERATURE—Great Literature, Shakespeare; Literature for Children; Public Speaking.....	54	3
MUSIC—Children's Songs; Chorus Singing; Interpretation of Music.	72	4
ART—Principles of Design; Study of Color Harmonies; Interpretation of Architecture.....	54	3
	882	38½

*One subject reciting once a week for eighteen weeks receives one credit.

Senior or Third Year of Kindergarten Training

SUBJECTS	Hours	Credits
PSYCHOLOGY—Moral Will; Comparative Psychology.....	36	2
SOCIOLOGY	18	1
PRINCIPLES OF EDUCATION.....	18	1
THEORY OF TEACHING—Discussion of Typical Kindergarten Curricula; Methods and Subject Matter of Elementary School; Correlation of Kindergarten and Elementary School; Conferences with Kindergarten Assistants	126	7
PRACTICE OF TEACHING—Assisting or Directing in Kindergarten 34 weeks, 15 hours a week; Assisting Freshman Groups in the Study and Planning of Class Work in Gift, Occupation, Games and Mother Play, and Consultation with Directors of Departments therefor	576	18
ENGLISH LANGUAGE AND LITERATURE—Great Literature, Shakespeare; Literature for Children, including Story Composition; Extemporaneous Speaking; Debates.....	54	3
MUSIC—Chorus Singing	36	2
ART—Interpretation of Painting and Sculpture.....	18	1
†FIELD SCIENCE	18	1
DOMESTIC SCIENCE	18	1
	918	37

Normal or Fourth Year of Kindergarten Training

SUBJECTS	Hours	Credits
PSYCHOLOGY APPLIED TO EDUCATION.....	36	2
MODERN EDUCATIONAL THEORISTS.....	36	2
COMPARATIVE STUDY OF METHODS.....	36	2
CURRICULA FOR TRAINING SCHOOLS.....	36	2
SUPERVISED OBSERVATION OF TRAINING CLASSES AND REPORTS ON SUCH OBSERVATION.....	72	4
TEACHING IN TRAINING CLASSES.....	36	2
SUPERVISION—36 weeks, 6 hours a week.....	216	6
CONFERENCES ON SUPERVISION.....	36	2
THESIS, ORIGINAL	36	2
ELECTIVE COURSES	144	8
	684	32

Freshman or First Year of Elementary Training

SUBJECTS	Hours	Credits
PSYCHOLOGY.....	36	2
SOCIOLOGY	18	1
EDUCATIONAL PRINCIPLES—Child Study; Mother Play.....	36	2
THEORY OF TEACHING—Kindergarten—Primary Curriculum and Conferences	90	5
PRACTICE OF TEACHING—Observation 15 weeks, 6 hours a week; Practice Teaching 19 weeks, 15 hours a week.....	378	10½
KINDERGARTEN MANUAL ACTIVITIES	90	5
PHYSICAL EXPRESSION—Folk Dancing and Games.....	72	4
HYGIENE AND SANITATION.....	18	1
NATURAL SCIENCE—Gardening	18	1
ENGLISH LANGUAGE AND LITERATURE—English Form and Diction; Great Literature, Homer's Odyssey; Literature for Children; Public Speaking.....	72	4
MUSIC—Theory; Chorus Singing.....	54	3
	882	38½

†In computing the credits for practice teaching, such teaching has been recognized as pedagogical laboratory work, and therefore demands double the number of hours for each credit.

Junior or Second Year of Elementary Training

SUBJECTS	Hours	Credits
PSYCHOLOGY—Psychology of the Will; Physiological Psychology	72	4
SOCIOLOGY	18	1
EDUCATIONAL PRINCIPLES—History of Education; Mother Play or Child Study; Education of Man	72	4
THEORY OF TEACHING—Elementary Curriculum and Conferences	72	4
PRACTICE OF TEACHING—Observation in Kindergarten and Elementary Grades 15 weeks, 6 hours a week; Practice Teaching in the Grades 19 weeks, 15 hours a week	378	10½
MANUAL ACTIVITIES	36	2
PHYSICAL EXPRESSION—Games	18	1
EUGENICS	18	1
NATURAL SCIENCE—Applied Nature Study	18	1
ENGLISH LANGUAGE AND LITERATURE—Great Literature, Shakespeare; Literature for Children; Public Speaking	54	3
MUSIC—Children's Songs; Chorus Singing; Interpretation of Music	72	4
ART—Principles of Design; Study of Color Harmonies; Interpretation of Architecture	54	3
	882	38½

The schedule of the course for the Mothers' Class will be announced later.

Senior students will be allowed to specialize for positions in social service, or as primary teachers, special story tellers, or assistants in training classes.

EXAMINATIONS

Regular Examinations.—No regular examinations are held for students who submit satisfactory theses at the conclusion of courses of study. Students failing to meet this requirement are allowed the privilege of examinations at the close of the second semester. The substitution of theses is provided in order to obviate the nerve strain of formal examinations as far as possible.

Special Examinations.—Students absent for any reason from more than ten class exercises are required to take special examinations at the close of the semester in which such absences have occurred. All absences are a loss and are so considered by the College.

GRADES OF SCHOLARSHIP

At the end of each semester the standing of a student in each of her courses is reported by the instructor to the Registrar and is entered on record. Standing is expressed according to proficiency in grades A+, A, B+, B, C, D and E. Grade A+ denotes excellency; A, very good indeed; B+, very good; B, good; C, fair; D, poor; E, not accepted. Work of Grade E must be repeated

in class, and not more than one-fifth of the work necessary for a credential must be of Grade D.

A report of her record in scholarship and in practice is given the student at the close of each semester in order that she and her parents may be cognizant of her standing in the school. Letters from parents are welcomed which report the progress of the students as seen from the home side or which call attention to problems needing special consideration. No student whose work averages less than a grade of B, whose record in any subject falls to a D, or who fails in loyalty to the College standards may appear in a public program or hold office in any student organization except by special faculty permission. The College discourages, as a rule, the attempt to cover courses in less than the allotted time, believing that this generally results in less efficient, thorough work, and often in impaired health. However, it does not place any unnecessary obstacles in the way of gifted, mature students who wish to make more rapid progress except to insist upon a due regard to health and thorough work.

ATTENDANCE

Students are expected to attend all the regular exercises of the courses for which they are registered, and all absences are reported to the Registrar. As absence from class work for any cause is a loss to the student, it is so treated by instructors in making up their reports.

If the absences in the semester exceed ten periods the student is required to pass a special examination covering the subjects given that semester, as thoroughness is a requirement in every course of study.

If a student is absent more than thirty class periods in any semester, her registration is cancelled and she is denied credit. This rule is administered by the Faculty, which has power to restore the cancelled registration if the absences are deemed legitimate. The work missed, however, must be made up under a tutor approved by the Faculty and at the expense of the student, in order that the spirit of genuine scholarship may be maintained.

A student who is absent from a class on the day next before or the day following any recess, except the long summer vacation, shall be held for a special examination without regard to the number of her absences at other times. If such an absence occurs in addition to delinquency under the regular rule for absences, the student's registration is cancelled and may be restored only on approval of the Faculty.

WITHDRAWALS

The College reserves the right to request at any time during their course the withdrawal of students who do not meet the required standard of scholarship, who cannot remain in the College without endangering their own health or the health of others, or who lower the moral tone of the school.

OFFICE HOURS

The President, the Assistant to the President, the Supervisor and other members of the faculty are occupied in the classrooms during the greater part of the school session. Students desiring to consult them should make appointments in advance, or call at their office hours. The President and the Assistant to the President are special advisers to the student body in matters of discipline, selection of courses and student relations.

The College office is open every week day from nine to five, with the exception of Saturdays when it is closed at one o'clock. All financial matters should be taken to the Secretary; all matters pertaining to admission, credits or class arrangements to the Registrar.

Register of Students

1916-1917

Alaska
McConaughy, Emma

Arizona
Mariette, Catherine

Arkansas
Rollwage, Virginia

California
Bradway, Alice

Florida
Reid, Gertrude

Idaho
Peck, Grace
Sullivan, Helen

Illinois
Abeles, Ruth
Adams, Francis
Adams, Louise
Anderson, Elizabeth

Anderson, Evelyn
Alexander, Eleanor
Bischoff, Dorothy
Boodel, Jovita
Bowdish, Cora
Bray, Belle
Brown, Alice
Brown, Vera
Buck, Ruth
Campbell, Gladys
Chubb, Ada
Cohen, Dorothy
Cohen, Lillian
Corbett, Mary
Crebs, Elizabeth
Cummings, Dorothy
Cutler, Frances
Cutler, Helen
Dods, Margaret
Durborow, Elizabeth

Durham, Elizabeth
Eastman, Clementine
Eddy, Eunice
Falls, Ida
Fenton, Dorothy
Ferguson, Elizabeth
Foreman, Madeline
Gardner, Freda
Going, Vera
Gorman, Dora
Grandon, Marguerite
Hammerberg, Eva
Hansen, Agnes
Herbst, Dorothy
Hicks, Marion
Howell, Berta
Howen, Ethel
Huston, Genevieve
Imber, Mary
Ives, Alice
Johnson, Edith
Johnson, Florence
Kearns, Ruth
Kirkpatrick, Portia
Lacey, Eileen
Marbach, Edna
Mayer, Margaret
McCullough, Mildred
McNellis, Zelda
Meyers, Mary
Moran, Myra
Mayer, Christine
Munn, Eleanor
Munn, Edith
Neitz, May
Osgood, Hester
Ostrom, Alfreda
Ott, Phyllis
Owen, Inace
Patrick, Robilee
Peterson, Ruth
Petit, Gladys
Proudfit, Leona
Ray, Helen
Ray, Evaline
Rice, Constance
Rinderer, Helen
Rogers, Mabel
Saxe, Frances
Schneider, Bessie
Schunk, Elvina
Scouler, Elizabeth
Shannon, Margaret
Smith, Cornelia
Smith, Loretta
Stein, Emilie
Strachan, Mary

Sundine, Sara
Taylor, Carine
Tenney, Bertha
Thompson, Etha
Thulin, Edna
Townes, Willmina
Tutwiler, Marie
Van Dolah, Louise
Wainwright, Doris
Wall, Marian
Williams, Annie
Whitcombe, Dorothy
Zander, Clara

Indiana

Bennett, Edythe
Bland, Grace
Colmey, Margaret
Fickle, Helen
Freese, Mildred
Grieger, Charlotte
Heinzelmann, Emma
Hill, Bessie
Holmes, Esther
Houseworth, Mary
Leedy, Georgia
McCormick, Leta
Miller, Elinda
Saviers, Dorothy
Sewell, Eileen
Steigeley, Katherine
Van Trease, Pattie
Weller, Carolyn

Iowa

Baker, Mignon
French, Sidney
Kinsloe, Bernice
Nichols, Nina
Overman, Hazel
Ravene, Dorothee
Richardson, Alice
Reihman, Elsie

Kansas

Grosch, Mabel
Mangelsdorf, Caroline
Roark, Martha
Seery, Emilie

Kentucky

Cook, Stella

Louisiana

Sullivan, Lois
Hudson, Edith

Maryland

Tipton, Leah

Massachusetts

Denslow, Marjorie

Michigan

Axford, Ruth
 Levagood, Edith
 Martin, Margaret
 Minsky, Estelle
 O'Donnell, Caroline
 Parsons, Helen
 Voelker, Lona

Minnesota

Bacon, Helen
 Borst, Lillian
 Dahlstrom, Myrtle
 Meservey, Clare
 Schlake, Helen

Missouri

Connelly, Esther
 Mohrstadt, Ethel
 Russell, Lucy

Nebraska

Bacon, Clarissa
 Bell, Hazel
 Bird, Gladys
 Boller, Eloise
 Creedon, Mary
 Fuhr, Anna
 Jones, Genevieve
 Lehman, Caroline
 Lucas, Arabella
 Morning, Mildred
 Taylor, Zella
 Weller, Dorothy
 Wintersteen, Ruth

New Mexico

Cooper, Sadie

New York

Gotham, Marion

North Dakota

Jefferies, Helen
 McGruer, Juanita
 Sullivan, Lucile

Ohio

Eichelbarger, Nelle
 Ross, Lucile

Oregon

Carr, Lulu
 Carter, Janet

Pennsylvania

Martsolf, Elizabeth
 Ritchie, Cora

South Dakota

Hooper, Laura
 Rix, Sylvia
 Ruble, Melitta

Texas

Collins, Mary
 Maureaux, Pauline
 Patton, Ruby

West Virginia

Klieves, Martha
 Rippetoe, Mollie

Wisconsin

Armstrong, Eileen
 Hoyt, Charity
 Lindemann, Katherine
 Millar, Mildred
 Ozanne, Martha
 Pierce, Kathryn
 Reidenbach, Maud
 Schreier, Barbara

Wyoming

Schoonmaker, Ruth

Canada

Dagg, Alexandra
 McLean, Betty
 Middleton, Phyllis

China

Senn, Pauline

Alumnae Association

The Alumnae Association of the National Kindergarten College was organized in 1893. One of the express objects of this Association is to promote the interest of the College. No higher encouragement could be afforded the President and the Faculty than this expression of continued interest on the part of the graduates, and it is hoped that the organization may prove an advantage to the Alumnae as well as to the College by aiding them in their efforts to maintain a high standard of attainment and professional character.

OFFICERS FOR 1917-1918

President—Lucy Schaffner

Vice-President—Zora Switzer

Treasurer—Anne Johnson

Corresponding Secretary—Mary Strachan

Recording Secretary—Clara Bent Kendall

Although the members of the Alumnae Association are scattered from one end of the continent to the other it is a live and active organization. Twice a year the Association publishes a News Bulletin which contains announcements of the progress made by the College, also items of interest concerning the Faculty, the Alumnae and the Student Body. Another activity is the maintenance of two Senior Scholarships established in honor of Miss Harrison and Mrs. Crouse and given each year as honorary tokens to the members of the Junior Class whose scholarship and ethical influence have been considered the best. A nucleus of several hundred dollars has already been given by grateful alumnae and friends for the opening of a Memorial Library as a tribute to Mrs. John N. Crouse. The largest undertaking of the Alumnae Association, however, has been the contribution of a fund of over two thousand dollars as first payment on the College property.

A yearly calendar, including the program for the all day annual meeting and the announcement of special meetings and entertainments, will be sent to all members of the Alumnae Association so that they may meet their classmates, have the added pleasure of becoming acquainted with the undergraduates and the inspiration of newer educational thought and progress.

The College keeps a record of all former students and greatly appreciates notifications of changes of addresses.

FORM OF BEQUEST

I give, devise and bequeath to the National Kindergarten and Elementary College of Chicago, Illinois, the sum of dollars, to be applied to the uses and purposes of said institution, and under the direction of its Trustees.

Publication Department

A STUDY OF CHILD NATURE. By Elizabeth Harrison.

Forty-fifth American edition; translated into six foreign languages; used as text book in state normal schools, kindergarten training schools, mothers' and teachers' study classes throughout the country; extensively ordered by all denominations for Sunday school workers. Every parent, teacher, Sunday school worker and student should possess this book.

Price, \$1.10, postage prepaid.

IN STORYLAND. By Elizabeth Harrison.

A book of fifteen charmingly original stories for children. "Nothing better since Hans Christian Andersen." Reprinted in England. Twenty-first American edition.

Price, \$1.12, postage prepaid.

TWO CHILDREN OF THE FOOTHILLS. By Elizabeth Harrison.

A story from real life showing the practical use of kindergarten principles in the home. Translated into Swedish and Japanese; used as text book in Japan. Fifth edition.

Price, \$1.14, postage prepaid.

MISUNDERSTOOD CHILDREN. By Elizabeth Harrison.

A collection of the childish comedies and tragedies in the everyday life about us. A strong and sensible plea for those who cannot help themselves. Fourth edition.

Price, \$1.10, postage prepaid.

WHEN CHILDREN ERR. By Elizabeth Harrison.

This book illustrates by means of practical experiences the difference between freedom and caprice on the part of the child, and also the difference between government and suppression on the part of the adult. Second edition.

Price, \$1.10, postage prepaid.

SOME SILENT TEACHERS. By Elizabeth Harrison.

"This is one of the few really great books on education, and should be read by all teachers in every grade and department of school work." Second edition.

Price, \$1.10, postage prepaid.

THE VISION OF DANTE. By Elizabeth Harrison.

A story for little children and a talk for their mothers. "The Vision of Dante, written for the first time for little children, is told to them by that queen of story tellers." Printed on Windsor hand-made paper, beautifully bound, illustrated by Walter Crane.

Price, \$1.65 and \$1.15, postage prepaid.

OFFERO, THE GIANT. By Elizabeth Harrison.

A Christmas story adapted from one of the legends of olden times. Illustrated.

Price, 54 cents, postage prepaid.

NOTES ON FROEBEL'S MOTHER-PLAY SONGS. By Jean Carpenter Arnold.

"Mrs. Arnold's work is an invaluable commentary on Froebel's Mother Play. Her rare insight becomes the insight of the students as they study this book. It should be in the hands of every student of children." Second edition.

Price, \$1.14, postage prepaid.

ORGANIZED HAND WORK FOR PRIMARY GRADES. GENETIC CONSTRUCTION. By Jessie Davis. BEAD STRINGING. By Elizabeth Harrison.

These booklets aid the teacher in training the child in the laws of construction, artistic proportioning and grouping, while at the same time stimulating his creative powers.

Prices, 27 and 37 cents respectively, postage prepaid.

THE LEGEND OF THE CHRIST CHILD. A music story from the German. By Elizabeth Harrison.

With piano accompaniment arranged by Francis M. Arnold. This beautiful legend, deservedly popular for Christmas story-telling, now published with music for the first time.

Price, \$1.00, postage prepaid.

"Consider the young mother and her nursery legislation. But a few years ago she was at school, where her memory was crammed with words, and names and dates, and her reflective faculties scarcely in the least degree exercised—where not one idea was given her respecting the methods of dealing with the opening mind of childhood; and where her discipline did not fit her in the least for thinking out methods of her own. The intervening years have been passed in practicing music, in fancy work, in novel reading, in party-going—no thought having been given yet to the grave responsibilities of maternity, and scarcely any of that solid intellectual culture obtained which would be a preparation for such responsibilities. And now see her with an unfolding human character committed to her charge. See her profound ignorance of the phenomena with which she has to deal, undertaking to do that which can be done but imperfectly even with the aid of the profoundest knowledge.

"She knows nothing about the nature of the emotions, their order of evolution, their functions, or where use ends and abuse begins. She is under the impression that some feelings are wholly bad, which is not true of any of them; and that others are good however far they may be carried, which is also not true of any of them. And then, ignorant as she is of the structure she has to deal with, she is equally ignorant of the effects produced on it by this or that treatment."

—Herbert Spencer.